

Responsiveness to Instruction: A Self-Assessment Tool

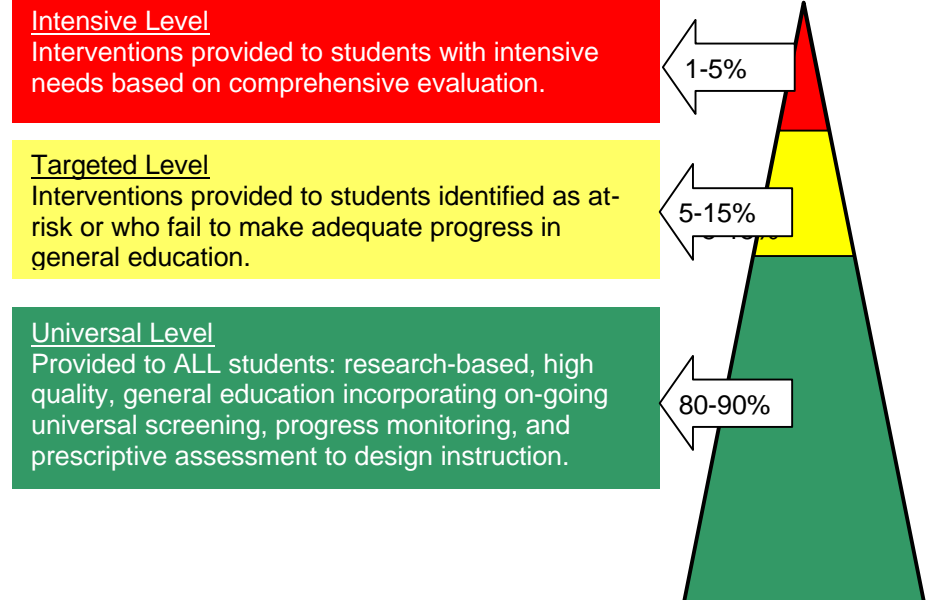
This self-assessment tool is intended to assist schools/districts in determining their current status relative to implementation of a multi-tiered **Responsiveness to Instruction** approach in order to improve educational outcomes for ALL students. The tool addresses the critical components in an Rtl model of student support.

This tool may be used as an action planning instrument to determine “next steps” in Rtl implementation. It is important not only to gauge the current implementation status of each item, but to also determine its relative priority. A basic planning format has been provided at the end of the checklist on which specific actions around the top priority items can be documented.

RESPONSIVENESS TO INSTRUCTION

Responsiveness to Instruction is a multi-tiered, decision-making approach that addresses academic difficulties of ALL students. It is an integrated school improvement model that is standards-driven, proactive and incorporates both prevention and intervention. **Our strong EST model has the potential to serve as the foundation for the implementation of a successful Rtl model.**

Vermont School-Wide System for Student Support



Rtl Fidelity and Integrity of Implementation Checklist

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This checklist is intended to assist schools/districts in determining the current status of the fidelity of their Rtl implementation. This tool may be used as an action planning instrument to determine “next steps” in Rtl implementation. It is important not only to gauge the current implementation status of each item, but to also determine its relative priority. A basic planning format has been provided at the end of the checklist on which specific actions around the top priority items can be documented.

Some basic underpinnings of a RTI model:

- RTI relies on the premise that all students receive research-based and standards-driven instruction in general education.
- The learning of all students is assessed early and often (ongoing progress monitoring). Assessment is focused on direct measurements of achievement and behavior.
- If there are concerns about student progress, increasingly intense tiers of intervention are available.
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to instruction/intervention) and as part of a comprehensive evaluation for determination of eligibility.
- Rtl is a multifaceted model of student support, and as with all systems change efforts will require 3-5 years for full implementation
- Building level leadership is critical to successful implementation of an Rtl model
- Schools will need to commit longitudinal professional development resources in order to attain sustainability of the Rtl model

Essential Element	Potential Indicators of Implementation
<p>Students receive high quality, research-based instruction by qualified staff in their general education setting.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Systematic analysis of local core curriculum. <input type="checkbox"/> Emphasis placed on research based core curriculum components <input type="checkbox"/> The school has agreed upon and clearly articulated literacy goals for all students. <input type="checkbox"/> School uses research-based core curriculum. <input type="checkbox"/> The core curriculum is aligned with VT Standards and Learning Opportunities. <input type="checkbox"/> The school has a balanced approach to literacy that includes explicit instruction in the “Big Five” components critical to literacy acquisition. <input type="checkbox"/> Professional development focuses on improving instructional methods within the core reading program. <input type="checkbox"/> Instruction in all basic skills areas is supported by current research-based practices. <input type="checkbox"/> A plan is established to allocate sufficient instructional time and intensity. School dedicates an block of time to deliver literacy instruction e.g., 90 minutes daily <input type="checkbox"/> Instruction is differentiated to respond to the individual learning styles of students and to allow students to take an active role in their learning <input type="checkbox"/> Literacy instruction is prioritized and protected from interruption. <input type="checkbox"/> Research is relied upon to inform decisions about what to teach and when to teach it. <input type="checkbox"/> Flexible grouping is utilized to maximize student performance <input type="checkbox"/> Group size, instructional time, and instructional programs are adjusted in response to student performance. <input type="checkbox"/> Parents are informed of the elements of the core curriculum that correspond to scientific research- based instruction.
<p>General education instructors and staff assume an active role in students’ assessment in that curriculum by conducting universal screening of academics.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School/district has a local assessment plan that includes early screening procedures on a fixed schedule. <input type="checkbox"/> Teachers use screening data to differentiate student instruction. <input type="checkbox"/> Skills that are reliable predictors of later performance are screened at developmentally appropriate grade levels <input type="checkbox"/> School staff is trained to 95% reliability in the administration, scoring and interpretation of all assessment instruments. <input type="checkbox"/> The data obtained through school-wide screening is used to inform grade level and school-wide curricular decisions <input type="checkbox"/> The data obtained through school-wide screening is used to inform action planning to address identified curricular inadequacies. <input type="checkbox"/> Benchmark assessments are used to inform school-wide instructional initiatives. <input type="checkbox"/> The data obtained through school-wide screening is used to evaluate the effectiveness of initiatives at addressing identified curricular inadequacies. <input type="checkbox"/> The data obtained through school-wide screening is used to inform professional development needs of staff and the need for appropriate/additional resources. <input type="checkbox"/> Data is examined in a timely fashion to optimize potential instructional outcomes. <input type="checkbox"/> Screening data is shared with families and partnerships are encouraged for students found to be at risk for academic failure.

<p>Frequent progress monitoring of student performance occurs for all students and is used to pinpoint student-specific difficulties.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School/district has adopted progress monitoring procedures, and schedules have been established that are appropriate to the degree of risk and continuing needs of individual students. <input type="checkbox"/> School/district has adopted diagnostic assessment procedures re: basic skills <input type="checkbox"/> School has adopted a schedule of regular and ongoing student progress monitoring of data, which is graphically represented, to assist in analysis and interpretation for student decision-making (e.g., effectiveness of instruction, next steps, frequency with which the intervention is provided, length of the intervention session, duration of the intervention, size of the instructional grouping, qualifications of the instructor). <input type="checkbox"/> Ambitious goals are set in an effort to close the student's achievement gap <input type="checkbox"/> Progress monitoring data is shared regularly with families
<p>School staff implements specific, research-based Tier-II interventions to address a student's learning challenges.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tier-II instruction is supplemental to general education instruction <input type="checkbox"/> Interventions and instruction is scientifically research based <input type="checkbox"/> Teachers examine progress monitoring data to document efficacy of supplemental instruction programs for individual students. <input type="checkbox"/> Decisions regarding student response to Tier-II instruction are data based and made in a timely fashion. <input type="checkbox"/> Progress monitoring occurs at a rate commensurate with student needs
<p>School staff uses progress-monitoring data and decision rules to determine interventions' effectiveness and needed modifications.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers collect and analyze student progress data regularly, based on the intensity of the student's needs. <input type="checkbox"/> An established data-management system allows ready access to students' progress monitoring data. <input type="checkbox"/> Student data is graphically represented and is used in the decision making process. <input type="checkbox"/> A Priori decision making rules are adopted by the EST and consistent data-based decision making rules (e.g., trend rules, 4-point rule) <input type="checkbox"/> Assessment data are reviewed regularly in a systematic fashion. <input type="checkbox"/> Student goals are aligned with recognized grade appropriate norms (e.g., GEs) <input type="checkbox"/> Resources are matched to meet the needs of students. <input type="checkbox"/> Overall student performance data is shared regularly with the community. <input type="checkbox"/> Individual student performance is shared with families.

<p>Systematic assessment of the fidelity or integrity with which instruction and interventions are conducted.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction within the core curriculum is characterized by a high degree fidelity and integrity of implementation. <input type="checkbox"/> Teachers and administrators utilize and/or develop protocols to document the fidelity and integrity of instruction and programs. <input type="checkbox"/> A system is in place that supports consultation, feedback and collegial exchange regarding the provision of both the core curriculum and supplementary instruction. <input type="checkbox"/> Feedback to instructional staff members regarding fidelity and integrity includes a plan for improvement if needed. <input type="checkbox"/> Ongoing professional development is available to support teachers in the provision of the core curriculum and supplemental instruction. <input type="checkbox"/> Professionals are trained to a high degree of reliability in the administration, scoring and interpretation of assessments. <input type="checkbox"/> Parents are provided with materials and training in the provision of curricular supports in the home when appropriate.
<p>Support services are provided in multiple tiers of increasingly intense student interventions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student instruction is provided in tiers of increasing levels of intensity. <input type="checkbox"/> Tiered levels of support are clearly delineated by the EST. <input type="checkbox"/> Procedures for moving from Tier to Tier are clearly established. <input type="checkbox"/> Existing tiers of instruction are clearly articulated and understood by all staff. <input type="checkbox"/> The general educational environment utilizes differentiated instruction, grouping, scheduling, and a variety of instructional strategies to optimize student outcomes. <input type="checkbox"/> Instructional programs are designed to meet individual student needs. <input type="checkbox"/> Flexible grouping is utilized to maximize student performance. <input type="checkbox"/> Group size, instructional time, and instructional programs are continually adjusted to respond to student performance. <input type="checkbox"/> Families are involved in decisions that result in students receiving intervention of increasing intensity to support the general educational curriculum, (e.g., Tier 2 supplemental services).
<p>The Educational Support Team is staffed by key personnel and utilizes an efficient targeted intervention & problem-solving model to address student needs.</p> <p><i>(Continued on next page)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> The EST is comprised of professionals with expertise in the areas that frequently present before the EST (e.g., reading specialist, psychologists, and related service providers) <input type="checkbox"/> The building administrator assumes an active role of leadership on the EST. <input type="checkbox"/> The EST examines school-wide trends to inform local initiatives. <input type="checkbox"/> The frequency of EST meetings supports a timely response to student needs. <input type="checkbox"/> EST utilizes a combined targeted intervention approach and problem solving/decision-making model. <input type="checkbox"/> EST informs ongoing professional development that supports an Rtl model. <input type="checkbox"/> The EST becomes a repository for the management and analysis of all student performance data. <input type="checkbox"/> The EST becomes a repository for interventions that have been shown to be effective with their students. <input type="checkbox"/> The EST utilizes a targeted intervention approach to address individual student needs whenever possible. <p><i>(Continued on next page)</i></p>

<i>(Continued from previous page)</i>	<p><i>(Continued from previous page)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The EST utilizes an efficient and effective problem solving model. <input type="checkbox"/> The EST provides guidance in the identification of professional development activities that are linked explicitly to school needs and reference scientifically based programs and practices. <input type="checkbox"/> The EST promotes collaborative school-wide professional problem solving models, (e.g., learning circles, professional learning communities, shared leadership). <input type="checkbox"/> Time is allocated for educators to analyze and respond to data by planning and refining instruction. <input type="checkbox"/> Families participate in the EST process in a meaningful way.
<p>Special education practices reflect an adoption of relevant and effective RtI components.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Special Education evaluations are characterized by targeted assessments (diagnostic in nature) that are intended to inform instruction. <input type="checkbox"/> IEP goals reflect authentic benchmarks. <input type="checkbox"/> Progress toward IEP goals are regularly monitored and graphically represented. <input type="checkbox"/> Special educators utilize specific procedures to set ambitious growth goals. <input type="checkbox"/> Parental communication/contact takes place in accordance with IDEA.
<p>Educational Leadership</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Building principal openly and actively supports an RtI model <input type="checkbox"/> Building principal establishes and participates in a building based RtI Team <input type="checkbox"/> Building principal participates in all EST meetings <input type="checkbox"/> Building principal encourages the examination of student, classroom and school-wide data. <input type="checkbox"/> Building principal examines school-wide data. <input type="checkbox"/> Building principal arranges for professional development in response to school-wide data <input type="checkbox"/> Building principal advocates for the RtI model at the community and district level <input type="checkbox"/> Building principal disseminates information about the RtI model to families and the greater school community <input type="checkbox"/> Building principal allocates resources to support the RtI model